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ABSTRACT

Designed as a resource for teachers, this bibliography provides reference to materials on affective education from the areas of psychology, education, and mental health published between 1951 and 1975. Included in the listing are professional books, articles, periodicals, children's books, organizations and projects, additional bibliographic sources, and an annotated outline of selected curriculum materials. The major portion of the bibliography is annotated listing of curriculum materials containing 70 references to audiovisual programs, games, and written materials from both major and minor publishers. (DE)

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Helping Children and Youth with Feelings

Affective-Behavioral Science Education

Resources for the Developing Self/Schools

by

William C. Morse and Richard L. Munger

SP 008 790

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Spring 1975

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Introduction

There is a surge of national, state, and local interest in helping children and youth in the affective areas of their development. While there should always be assistance and consultation available from mental health personnel and school psychologists, the major responsibility still falls on the classroom teachers to select materials and develop useful experiences. It should be obvious that the value of any technique rests upon the basic competency of the teacher in this area of education. Without knowing how children develop, the nature of affective life in all its components and the psychology of groups as well as having a high level of self understanding, a teacher is without the professional judgment needed in this work. The teacher who wishes to be competent in this work anticipates serious study of psychology and, during the growth of understanding, chooses activities which are within the level of professional competency which has been acquired.

The following few observations are intended to encourage proper use of the bibliography:

1. The purpose of affective education is to enhance normal development--which is termed primary prevention. While such activity will assist in reducing overall difficulties children have in their adjustment, it is not a substitute for needed special education or clinical service. The editors hope to avoid materials abuse.

2. There is an outpouring of commercial products in affective-behavioral science for school use. Some are well throught out and reasonable in cost. Others charge outlandish prices for gimmicks and kits of material which might be better produced by the teacher and/or the children themselves. Inclusion does not imply endorsement though materials have been reviewed and in many instances field tested with children.

3. There is not one method or single approach. As in other areas of curriculum, teachers seek out materials which will be effective for their individual use. To prevent forcing children to fit themselves to an inappropriate technique, two considerations are paramount: 1) Is the procedure suited to the teacher who will use it (both as to personal comfort and skill required); 2) Is the technique appropriate for the particular individual children and their group interaction.

4. Obviously, a bibliography cannot include all of the available materials. We hope that those who use it will share their experiences with various materials and make suggestions for additional resources.

5. Materials included are only those readily available in published form. A listing of selected unpublished resources is in preparation. Also, it is possible to examine many of these materials at the Behavioral Science Education Project or the Washtenaw Intermediate School District.

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ORGANIZATIONS AND PROJECTS

Affective Education Committee. State Department of Education. Box 420, Lansing, Michigan.

AFT Clearinghouse on Humanistic Education. Research Department. American Federation of Teacher. 1012 14th Street, N.W. Washington, D.C.

Alpha Project (How to Be an Effective Human Being) Niles Community Schools. Niles, Michigan.

APA Clearinghouse on Precollege Psychology. American Psychological Association. 1200 17th Street, N.W., Washington, D.C.

Behavioral Science Education Project. Washtenaw County Community Mental Health Center. Ann Arbor Community Services. 212 South Fourth Avenue, Ann Arbor, Michigan 48108.

CEDARC (Confluent Education Development and Research Center) P.O. Box 30128. Santa Barbara, California 93105.

Center for Humanistic Education. School of Education. University of Florida, Gainsville, Florida.

Center for Humanistic Education. School of Education. University of Massachusetts. Amherst, Massachusetts.

Curriculum Planning and Development. Affective Education Program, Room 323. Board of Education. 21st Street South of the Parkway, Philadelphia, Pennsylvania.

DARTE (Drug Abuse Reduction Through Education) Wayne County Intermediate School District. 1500 Kales Building, Detroit, Michigan 48226.

Deliberate Psychological Education Project. Southeast Alternatives Program. Minneapolis Public School System. Minneapolis, Minnesota.

Education Network. Association for Humanistic Psychology. 325 Ninth Street, San Francisco, California 94103.

Educational Research Council of America. Child-Educational Psychology and Preventive Psychiatry Department. Rockefeller Building, Cleveland, Ohio 44113.

FOCUS (Primary Prevention Program) Grand Ledge Public Schools. Grand Ledge, Michigan 48837.

Human Development Training Institute. 7574 University Avenue, La Mesa, California 92041.

Mental Health Curriculum Project. Children's Services Coordinator. County of San Mateo. Department of Health and Welfare. 225 West 37th Avenue, San Mateo, California 94403.

Mental Health Education Branch. Division of Scientific and Technical Information. Department of Health, Education, and Welfare. Public Health Service. Alcohol, Drug Abuse, and Mental Health Administration. National Institute of Mental Health. 5600 Fishers Lane, Rockville, Maryland 20852.

Mental Health Materials Center. 419 Park Avenue, New York, New York.

National Humanistic Education Center. Springfield Road, Upper Jay, New York 12987.

Network of Innovative Schools. (Creating the Responsive Classroom Inservice Program). 3 Mechanics Street, Merrimac, Ma. 01860.

Prevention Committee. Michigan Society for Mental Health. 27208 Southfield Road, Lathrup Village, Michigan 48076.

Prevention Program. Department of Child Psychiatry. Children's Memorial Hospital. Chicago, Illinois.

PSI Project (Problem Solving Instruction) Lakeview Public Schools. 25901 East Jefferson, St. Clair Shores, Michigan 48081.

Self-Renewal Project. School District 21. 999 West Dundee Road, Wheeling, Illinois 60090.

T.E.A.Ch. (Teaching Emotional Awareness to Children) Dakota County Mental Health Center. 744 19th Avenue, North, St. Paul, Minnesota 55075.

Training Teachers in Psychological Education Project. Fall River Public Schools. Fall River, Massachusetts.

Value Education Project. Department of Instructional Services. Dearborn Public Schools. Dearborn, Michigan.

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ANNOTATED OUTLINE OF SELECTED CURRICULA*

Agency for Instructional Television: Box A, Bloomington, Indiana 47401

1. Inside/Out: a series of 30, 15 minute films designed to help 8-10 year olds understand and cope with their emotions. Portraying experiences common to young lives, the films deal in new and compelling ways with social, emotional and physical problems that have traditionally been the concerns of health educators. The purpose of "Inside/Out", like that of health education, is to help young people achieve and maintain well being.

(1) Because It's Fun
(2) Breakup
(3) Brothers and Sisters
(4) Bully
(5) But...Names Will Never Hurt
(6) But They Might Laugh
(7) Buy and Buy
(8) Can Do/Can't Do
(9) Can I Help?
(10) Donna- Learning to be Yourself
(11) Getting Even
(12) Home Sweet Home
(13) How Do You Show
(14) I Dare You
(15) I Want To
(16) In My Memory
(17) Jeff's Company
(18) Just Joking
(19) Just One Place
(20) Living With Love
(21) Lost is a Feeling
(22) Love, Susan
(23) Must I/May I
(24) A Sense of Joy
(25) Someone Special
(26) Strong Feelings
(27) Travelin' Shoes
(28) When It Helps
(29) Yes, I Can
(30) You Belong

2. Ripples: a series of 36, 15 minute films designed to help 5-7 year olds build human values, increase aesthetic sensitivity, and understand themselves and the changing nature of their world. "Ripples" emphasizes relationships among people, between people and their environment, and among elements of the physical world.

(1) All By Myself
(2) Animals Need You
(3) Body Talk
(4) Caring for the World
(5) Checkup
(6) Dad and I
(7) Everybody's Different
(8) Eyes and Lenses
(9) Feeling Spaces
(10) 55 to Get Ready
(11) Fire
(12) Friends
(13) Going Home to Earth
(14) Going to the Hospital
(15) Hands
(16) How Did I Get To Be Me?
(17) How Do You Know?
(18) How It Used To Be
(19) How Will I Grow?
(20) I Found It
(21) Lost
(22) Millions of Pies
(23) Movement
(24) Out to the Moon
(25) Overnight at the Hospital
(26) People Make Music
(27) Playing Where You Are
(28) Rhythms from Africa
(29) Seeds
(30) Shadows
(31) Sounds of Myself
(32) Take a Good Look
(33) Talking Round the World
(34) To Make a Dance
(35) Touching the World
(36) You're It

*Descriptions of curricula are those of the publishers

3. Self Incorporated: 15, 15 minute films that help 11-13 year olds cope with the emotional and social problems that confront them.

Who am I? Am I normal? What do others think of me? Will I ever learn to be independent? "Self Incorporated" helps early adolescents deal with the questions and problems that arise as a result of the physical and social changes they are experiencing.

"Self Incorporated" gives teachers and other adults an effective means of stimulating young people to reflect on and talk candidly about their concerns, to become aware of the choices available to them, and to understand the consequences of their actions. The programs are designed to be used with the teacher's guide in a variety of learning situations.

Programs deal with:

1. Physical changes
2. Peer group pressure
3. Dating readiness
4. Everyday pressures
5. Cliques
6. The system and self
7. Failure and Disappointment
8. Privacy
9. Pressures to achieve
10. Ethnic, racial, religious differences
11. Male and female role identity
12. Ethical decision making
13. Family adversity
14. Family settings
15. Sibling differences

4. Bread and Butterflies: 15, 15 minute films to help 9-12 year olds explore the relationship between their lives and the world of work.

This instructional package for career development combines learning about work, uncovering personal feelings about career roles, and doing work-related tasks. It pulls together all the facets of personal and career development that help young people understand who they are and what they can become.

The affective learning emphasized in "Bread and Butterflies" is a process of developing in the classroom the spirit of the individual--the confidence that he or she is somebody, that each has special things that he or she can do well, and that all can have a say in what happens to them in the years ahead. "Bread and Butterflies" is based on the coviction that classrooms can be made into happy places where children can discover themselves and their world and can begin to move toward their own personal goals.

1. Choosing Changes
2. Decisions, Decisions
3. I Agree...You're Wrong!
4. Me, Myself and Maybe
5. Our Own Two Hands
6. People and People
7. Planning Ahead, The Racer
8. Power Play
9. School & Jobs
10. Success Story

11. Taking Care of Business
12. The Way We Live
13. Things, Ideas, People
14. Treasure Hunt
15. Work Means

American Guidance Services: Publisher's Circle, Circle Pines, Minnesota 55014

1. Developing Understanding of Self and Others (DUSO): kits D-1 and D-2 are programs of activities with accompanying kits of materials, designed to stimulate social and emotional development. The DUSO programs are based on the premise that every child, in the process of growing up, is confronted with normal developmental problems and that the classroom teacher can help children with these problems. To be most effective in this role, the teacher needs the assistance and direction provided by programs of planned experiences and materials. The two DUSO kits provide such programs which can be carried out with a minimum of preparation.

   The DUSO activities make extensive use of listening, inquiry, and discussion approaches to learning.

   The wide variety of materials and activities provided in the DUSO kits, allows the teacher to select the approach which is most appropriate for each unique group of children.

   A. DUSO Kit D-1: the program for this kit is organized around the following eight unit themes:

      I. Understanding and Accepting Self
      II. Understanding Feelings
      III. Understanding Others
      IV. Understanding Independence
      V. Understanding Goals and Purposeful Behavior
      VI. Understanding Mastery, Competence, and Resourcefulness
      VII. Understanding Emotional Maturity
      VIII. Understanding Choices and Consequences

      The activities of the program have been designed to achieve three basic goals: 1) learning more words for feelings, 2) learning that feelings, goals, and behavior are dynamically related, 3) learning to talk more freely about feelings, goals, and behavior.

   B. DUSO Kit D-2: the D-2 program is built around the following eight unit themes:

      I. Toward Self-Identity
      II. Toward Friendship
      III. Toward Reponsible Interdependence
      IV. Toward Self-Reliance
      V. Toward Resourcefulness and Purposefulness
      VI. Toward Competence
      VII. Toward Emotional Stability
      VIII. Toward Responsible Choice Making

The foregoing themes are interrelated by the following general objectives: 1) to develop understanding and positive valuing of one's unique self, 2) to develop understanding of interpersonal relationships, 3) to develop understanding of the purposive nature of human behavior, 4) to develop understanding of dynamic interrelationships among ideas, feelings, beliefs, and behavior in order to express one's feelings accurately, 5) to develop understanding of competence and the components of accomplishment.

2. Toward Affective Development(TAC): is a program of lessons, activities, and materials designed to stimulate psychological and affective development. The TAD program is based on the premise that there is an interactive relationship between social, cognitive, and affective processes.

TAD focuses on children's real-life experiences and on their developing patterns of motivation, feeling, understanding, and participation. Students learn to share and communicate with others and to accept and respect their own and other people's feelings; they also gain practice in choosing behavior in stimulated conflict situations. Students are encouraged to develop realistic self-images, to consider their unique characteristics and aspirations, and to use imagination and think creatively.

The lessons in TAD place emphasis on children's active involvement in their learning and development. Because peer group interaction is such an important source of development for eight to twelve year old children, attention has been given to structuring, organizing, and sequencing lessons to actively involve students with each other. A variety of activities are used; they include games and simulations, modeling, acting out, imitating, role playing, brainstorming, individual and group tasks and exercises, and large and small group discussion. Most of the materials for the activities are provided in the kit. Carefully worded instructions make it possible for the teacher to present the lessons with a minimum of preparation.

TAD is organized and presented in five sections, comprising 21 units or 191 lessons. The program is planned for integration into the typical classroom schedule.

Section I-Reaching In and Reaching Out includes 51 lessons organized into five units. The goal of this section is to help students extend their openness to experience and to encourage them to use this openness toward a creative approach to living.

Unit 1 Developing Group Participation Skills
Unit 2 For Rainy Days and Fridays
Unit 3 Brainstorming, Discussing, and Evaluating Ideas
Unit 4 Developing Awareness Through Sensory Experience
Unit 5 Encouraging Openness and Creativity

Section II-Your Feelings and Mine includes 45 lessons organized into six units. The goal of this section is to help students reorganize and label feelings, understand that feelings occur in a social context of antecedents and consequences, and experience and appreciate how their actions influence the emotional climate of the classroom.

Unit 6 Recognizing, Labeling, and Understanding Feelings
Unit 7 Posturing
Unit 8 Gesturing
Unit 9 Facial Expressions

Unit 10 Verbalizing Feelings
Unit 11 Role Playing

Section III-Working Together includes 37 lessons organized into five units. The goal of this section is to help students develop the skills of social collaboration and to become aware of the feelings and actions that weaken or strengthen social interaction.

Unit 12 Cooperating and Sharing
Unit 13 The Individual and the Group
Unit 14 Leading, Following, and Instructing Others
Unit 15 Actions and Feelings that Weaken Social Collaboration
Unit 16 Actions and Feelings that Strengthen Social Collaboration

Section IV-Me: Today and Tomorrow includes 39 lessons presented in two levels, with two units at each level. The goal of this section is to help students become more aware of their unique characteristics and aspirations and the adult careers open to them.

Unit 17 Individual Differences - Level I
Unit 18 Careers Open to Me - Level I
Unit 19 Individual Differences - Level II
Unit 20 Careers Open to Me - Level II

Section V-Feeling, Thinking, Doing includes 19 lessons organized into one unit, Unit 21: Choosing Behavior. The goal of this section is to help students develop a thought process model that will help them choose behavior that is both personally satisfying and socially constructive in simulated conflict situations.

3. Coping With Series: a series of 23 paperback books about the interests, concerns, and problems of young people, upper elementary through college. The books deal with basic problems of growth and understanding, as well as the day-to-day management of school and home situations. Attention is given to the many kinds of relationships that make up the life of any young person--self, peer, parents, teachers, and others.

American Institute for Character Education: P.O. Box 12617, San Antonio, Texas 78212

1. Character Education Curriculum: character-based, affective education program for grades 1-5.

Argus Communications: 7440 Natchez, Niles, Illinois 60648

1. Simon, Sidney B. Meeting Yourself Halfway: Value Clarification Strategies for Daily Living. paperback and 30 spirit masters, jr./sr. high.

2. Harmin, Merrill. Making Sense of Our Lives Kits. 3 multimedia programs designed to help young people identify, clarify, and express their values, jr./sr. high.

3. Harmin, Merrill. Values Sheets. 50 values activities, jr./sr. high.

4. Harmin, Merrill. Making Sense of Our Lives Process Posters. 15 illustrated guidelines that outline effective learning porcesses, jr./sr. high.

5. Harmin, Merrill. Making Sense of Our Lives Values Cassettes. 3 audio dramatizations delving into life situations, jr./sr. high.

6. Filmstrips. jr./sr. high

   A. Let's Get Organized--Discovering Your Potential
   B. Strike It Rich--What Does It Mean To Be Rich
   C. Feelings and Thoughts--How Do You Make Decisions?
   D. The IALAC Story--An Allegory on the Classical Put-Down
   E. Truth and Consequences--This Is Much More Than a Game
   F. Fuzzies--A Folk Story About the Shortage Frenzy
   G. Friendly and Hostile--Understanding Inner Space
   H. Why Am I Afraid to Tell You Who I Am--Doing Away With the Roles and Masks That Hide Our Real Selves
   I. You Have To Want Something--Discovering Our Resources and Setting Goals
   J. Consumerland: How High the Mountain?--Do "Things" Really Make Us Happy?
   K. Technology: Master or Slave?--Are Machines Running Us or Are We Running the Machines
   L. The Wonder of It All--Rejuvenating the Youthful Spirit of Wonder and Curiosity
   M. Faces of Man--Speaks in Expressions, Looks, and Smiles
   N. Roles and Goals--Which Comes First, the Role or the Goal?
   O. Man the Man-A Filmstrip About People
   P. Perception--Do You See What I See

7. Simon, Sidney B. I Am Lovable and Capable: A Modern Allegory on the Classical Put-Down. paperback, elementary through high school.

8. Posters Without Words. dramatic photos that encourage creative expression, elementary through high school.

9. Feelin'. a game of personal feelings, elementary through high school.

10. Schrank, Jeffrey. Effective Communication. audio program designed to enhance the understanding of human behavior and current events, jr./sr. high

11. Schrank, Jeffrey. Interpersonal Communication. cassette program to help develop listening and communication skills, j.r/sr. high.

12. Arlin, Marshall. The Dynamics of Group Discussion. "how to's" for facilitating effective dialogue, jr./sr. high.

13. Posters. 200 posters for educational use.

14. Lifeline: Values Clarification Curriculum. designed to meet the personal and social needs of students--learning to care, to get along with others, and how to develop a considerate style of life, jr./sr. high

Bomar: 622 Rodier Drive, Glendale, California 91201

1. Project Me: a multi-media program for early childhood.

   A. How Are You Feeling Today? (An Affective Program) Four basic emotionas are shown--happiness, sadness, anger, and fear. Emphasis is placed on recognition of emotions from facial and body movement cues. As they identify with the situations presented, children will begin to be able to recognize and express their own emotions more freely. Response sections call upon the student to identify and match various facial and body expressions.

      a. Making Faces. This filmstrip uses "making faces," a game that children love, to introduce the four emotions. Songs invite the class to imitate the expressions shown on clown faces and puppets. (62 frames)

      b. Sometimes People Feel Happy. Children are shown that happiness comes in many forms--getting a hug or something nice, knowing you can do something nice or just knowing you can do something all by yourself. Expressions of happiness vary too, from a loud shout to a quiet smile. (46 frames)

      c. Sometimes People Feel Sad. The filmstrip explores ways people show they are sad--they cry, or pout, or sometimes are very quiet and want to be left alone. Saying "good-by" or hurting oneself or being left out causes sadness. Even grown-up daddies are sad sometimes! (62 frames)

      d. Sometimes People Feel Angry. This filmstrip shows how different people express anger. It emphasizes that anger in itself isn't wrong. It helps if the child can tell how he or she feels. (46 frames)

      e. Sometimes People Feel Scared. This filmstrip shows both children and adults involved in various situations that might produce fear. When children see others afraid of the dark, of a big dog, or an unexpected noise, they are less apt to deny their own fears. (72 frames)

      f. How Are You Feeling Today? After focusing on one emotion at a time, children are ready to hear that everybody feels many different ways, for different reasons, at different times. All four emotions are reviewed in this filmstrip, and the children are invited to talk about their own feelings if they are ready to. (54 frames)

2. Artworlds: a multi-media program for early childhood.

   A. Self Awareness

      a. Looking At Me. Children will observe that while people share physical likenesses, we are all delightfully different in size, shape, color, and detail. The form of a hand, the design of an ear, the beginning of a smile are captured by the selective vision of the camera and give strong reinforce-

ment to the concept of individuality.

b. Friendly Faces. A warm, humorous presentation of children's faces. Students will see faces as a mirror of inner feelings. They will want to join in singing the exciting song "Let's Have a Parade of Friendly Faces" and will enjoy having their own parade. The song recording combines guitar, bass guitar, trombone. kazoo, and slidewhistle.

Cemrel, Inc. Aesthetic Education Program, 10646 St. Charles Rock Road, St. Louis, Mo.

1. Theater Games File. 1971. a collection of affective improvisations.

2. The Five Sense Store: The Aesthetic Education Program. 1974. a multimedia, multidiscipline program for the primary and middle grades designed to give children the experience of discovering, using, and understanding his own senses and emotions (available from Viking Press).

Churchill Films: 622 North Robertson Blvd., Los Angeles, California 90069

1. Methods for Jr. High

   A. Making a Decision Is... (9 minutes) The decision making skill is examined in the making of decisions varying from trivial to life's choices. Key considerations in helping to arrive at decisions are explored.

   B. Problem Solvers (20 minutes) Four extraordinary persons, a designer, an inventor, an astronomy student, and a truck trouble shooter, examine how they solve problems and the elements of problem solving.

2. Guidance for Elementary Grades

   A. The Creeps Machines (9 minutes) To help children understand feelings of fear of the unknown, and particularly of the dark. A funny-scary machine shows that many fears grow from imagination.

   B. Drugs and the Nervous System (18 minutes) Explaines the serious disruption of the nervous system caused by drugs; airplane glue, stimulants, (amphetimines), depressants (barbituates, opiates), marijuana, and LSD. For young children. Animated.

   C. Friends (18 minutes) A story about the friendship between Nancy, an extroverted, impatient girl, and her vulnerable best friend; about what happens to feelings when Nancy goes off to play with another girl.

   D. Hopscotch (12 minutes) An animated story. A boy who wants to make friends shows off his prowess, parades possessions, is noisy, and disruptive, acts tough, flatters. At last he stops playing roles--and is accepted.

E. Kevin (16 minutes)Kevin is blind. One emerges from this moving experience with sharpened awareness, with appreciation of the gift of sight, and probably with increased humility.

F. A Kite Story (25 minutes) A boy encounters a strange man who makes wonderful kites. A fantasy about the boy's choice between a simple little kite and a big beribboned kite. No narration.

3. Feelings/A Series

A. I'm Feeling Alone
B. I'm Feeling Sad
C. I'm Feeling Scared
D. I'm Mad At Me
E. I'm Mad At You

Each film is introduced by a song, "Everybody has Feelings" and a delightful animated sequence of children's faces. The body of each film, also played to songs, is a series of evocative vignettes illustrating situations in which children are angry, sad, loney, or frightened. The filmed experiences help children to talk about and understand their own feelings.

4. Values for Grades K-3/A Series

A. A Bike (13 minutes) Two boys use another boy's bike without permission and break it. Raises questions about property and responsibility for one's actions. Open ended, as are the other films in this series.

B. The Hideout (15 minutes) Two children face a dilemma when lumber belonging to a neighbor is used by another child in building their hideout. About responsibility and truth.

C. On Herbert Street (14 minutes) Five young children encounter a new boy who has just moved into their barrio. About the values of friendship, loyality, honesty, and acceptance of others.

5. Values for Grades 4-7

A. The Clubhouse Boat (19 minutes) A dream clubhouse will be sold to the gang if each boy can deliver $30. Tommy is tempted to keep the cash of an old man who over pays. Open ended, as are the other films in this series.

B. Paper Drive (15 minutes) Sixth graders are toiling to win the All-City Paper Drive. Miss Hendry discovers her pupils weighting their bales with scrap metal. About moral values.

C. Trick or Treat (15 minutes) Two boys persuade younger boys to play a prank which has serious consequences. The younger boys get caught. By saying nothing the older boys can avoid punishment.

Education Corporation of America: 984 Livernois Road, Troy, Michigan 48084

1. Personal Feelings About Yourself. 7 sound filmstrips to help young children understand their own feelings and to realize that their personal feelings are not unique. Titles include:

A. Billy Wants to Be Best. How Do You Feel About Yourself?
B. Freddie's Funny Red Hat. Are You Insecure?
C. A Gremlin Made Me Do It. Why Do You Act The Way You Do?
D. The Bashful Bluebird. Are You Shy?
E. Rickie Put On A Show. How Do Others Feel About You?
F. The Boy In The Mirror. Can You See Yourself As Others See You?
G. The Girl In The Fishbowl. Can You Be Self Sufficient?

2. Personal Feelings About Your Family. This sound-filmstrip series provides the child with insight into the source of his feelings about his family. The child gains an understanding of himself and of those closest to him.

3. Personal Feelings of Responsibility. 7 filmstrips with cassettes covering different areas of ethical behavior.

Education Development Center: 15 Mifflin Place, Cambridge, Massachusetts 02138

1. Exploring Childhood. A parenthood education multimedia course for high school students concerned with the development of a sense of self and a sense of others, both in young adults and in the children with whom they work. This program hopes to help students gain competence in working with children.

The approach has been shaped by a desire to introduce perspectives, information, and concpets in ways that respect the students' personal experience with children, both prior to and during participation in the program.

Curriculum Sequence

Suggestions for the general sequence of the curriculum come from what was found to be the cycle of needs and interests of students working with young children. Following are descriptions of each module.

Module I Working With Children

Some major concerns of students before starting work with children are:

- What will the field work be like?
- What kind of role will I have?
- Will the children like me.
- Will I be able to cope?

Consequently, this first group of materials attempts to help students develop some initial basis for feelings competent before starting field work, and to build the class into a support group in which failures as well as successes can be discussed. Commonplace situations with children and their teachers are presented as case studies through film, audiotape, storyboard, and photo essay. These case studies allow students to share ideas about children's behavior and about what to do in problem situations.

Observation is focused on the fieldsites--their special nature as places for children, the purposes of fieldsite materials, the activities and environments fieldsites provide, and the ways teachers interact with children. Guidelines for observing children and for keeping a journal about experiences begin a theme that is developed throughout the year: ways of learning about children.

Not fully included in the full-year package of materials, but of interest to classes where students are working with children with special needs, is a new unit, "No Two Alike."

Module II Seeing Development

Once students have started field work, the concrete experience with children begins. Students become interested in learning about the ways in which children are different from older people. A general booklet, Looking At Development, sets the context by considering the capactities of an infant and introducing the question, "What do you believe brings about growth and change in a child?" Making Connections presents ways in which several theorists have approached the study of development. Generalized data about development collected from a number of sources in the field, are included along with suggestions of ways to learn about children--specifically, collecting data about growth and change in a child and about the development of diversity among children.

Through booklets such as Children's Art, which build on experience with children, students can enter the world of a child, look at patterns of growth and change at different ages, consider the ways individual differences develop, and, finally, think about how they can support development.

Module III Family and Society

Once students have deepened their sense of how a child sees the world, the course shifts from the ways in which the child's mind and body develop to the social forces that influence a child's life. Interactions in the family, with the world "beyond the front door," and with the environment; and resources, beliefs, and values of the society become the focus of attention.

The study of family is based on a series of documentary films showing interactions in a variety of families. This materials are designed with two major goals in mind: 1) to heighten student's perceptions of what is transmitted to children in daily commonplace interactions; and 2) to let students experience the childrearing styles of families other than their own in order to gain insight into the attitudes, traditions, and values of others.

Clarifying values and beliefs about children and childrearing and measuring these beliefs and values against one's actions-- a notion that is touched on earlier in the course--becomes central here. It provides a foundation for understanding that all families have implicit values for children and implicit beliefs about childrearing. It enables students to grasp the crucial idea that all

family interactions transmit messages to children, implicitly or explicitly, that may or may not be consistent with family values.

The central issue--how a society affects the conditions in which a family rears a child--is specified in two sets of questions, which are used to explore human societies:

- What does a family need to protect and nourish its children?
- Who should provide what a family needs?
- What messages does a society transmit to children through its media, agencies, and institutions?

Independent projects allow students to explore child care and protection in their own community.

Materials supplementing the basic full-course introduce students to child care in other societies through documentary film and written and taped autobiographical accounts. This exposure allows students to become familiar with the range of ways in which human societies have provided care and protection for their young.

Education Ventures, Inc.: 209 Court Street, Middletown, Connecticut

1. Ten Thoughts. A 32 page student manual designed to help students recognize and conceptualize the associative network typical of the Achievement Motive to understand the pattern of thoughts, actions, and feelings which identify the high achiever, and to realize that it is available for any person's use.

2. Who Am I? A 32 page manual designed to help students clarify self-image through understanding of the personal strengths and environmental-cultural pressures which contribute to identity. Readings, discussion, individual questionnaires, and group-support activities help the student to identify personal concerns and goals with greater precision and relevance.

3. Aiming. A 32 page manual designed to help students establish specific, measurable goals of excellence and to pursue these goals in personally meaningful ways. The book offers more than a dozen goal-fulfilling strategies adaptable to the individual students's personal context and "life style."

4. The Ring Toss Game. A traditional game used in Achievement Motivation training to help students analyze their own behavioral and to help them discover the action strategies, such as moderate risk-taking and use of feedback, which are typical of the high achiever. The set includes a 16 page leader's guide, Ring Toss equipment, and six wall charts for scoring the game.

Educational Research Council of America: Rockefeller Building, Cleveland, Ohio 44113

1. Teaching Program for Education in Human Behavior and Potential. pre-

school through 6. There is evidence that already in the elementary school children can begin to develop an understanding and appreciation of why people act as they do, where they get there different ways of acting, and how they can make the most of themselves. There is evidence that such understanding and appreciation is basic to the prevention of many human problems, and it is also basic to the development of values and to the development of constructive and enriched lives. This program is an extensive curriculum on "People."

2. Learning to Decide Program. grades 4-6. This program involves the students in the same basic learnings as the "Human Behavior and Potential Program," and applies those learnings to social conflict situations. The objective is that children learn a method that will enable them to make creative and life-enhancing decisions with respect to moral values.

3. Values and Decision Making Program. grades 7-10. In this program the student learns the role played by values and goals in his life, how one's values and goals are developed, and a helpful approach to the process of decision making.

4. Curricula in Modern Programs of Youth. grades K-12. These curricula emphasize the understanding of why people do what they do and the development of personal resources to select more affective alternatives of living.

   A. Drugs, Alcohol, Tobacco and Human Behavior. grades K-12

   B. Constructive Resolution of Agression-Producing Situations. grades K-12.

5. Values and Commitments. grades K-5. The highly structured and sequential experiences of this program are designed to contribute significantly to the pupils emotional growth and his rational development. The experiences are planned to stir his imagination and help him understand, enjoy, and prefer those values that men must live by in a truly civilized and humane society.

Education Training Center: 2140 West Olympic Blvd., Los Angeles, California 90006

1. Schools Without Failure: Tape Training Program. This training program includes 12 cassettes introducing the SWF approach to success education. The tapes are designed to acquaint educators with the concepts and methods necessary to implement a School Without Failure Program. The cassettes include lectures, discussions, and class meeting demonstrations by Dr. William Glasser.

   Tape 1 Basic Concepts of School Without Failure
   Tape 2 " " " " " "
   Tape 3 Parents Questions
   Tape 4 Educators questions about SWF program; development and topics for open-ended meetings
   Tape 5 Problem-solving meetings; educational diagnostic meetings
   Tape 6 Discipline for the individual child; discipline in the total school setting
   Tape 7 Explanation of class meetings in this series; open-ended class meeting, grade 5
   Tape 8 Open-ended class meeting, grade 6

Tape 9 Open-ended class meeting, grades 1,2
Tape 10 Open-ended class meeting, grade 4; problem-solving meeting, grade 6
Tape 11 Open ended class meeting, grades 3,6
Tape 12 Educational diagnostic meeting, grades 1,2

Encyclopedia Britannica Educational Corporation: 425 North Michigan Avenue, Chicago, Illinois 60611

1. On Stage: Wally, Bertha, and You: a program utilizing creative dramatics to provide elementary children with experiences that build self-confidence, confidence in working within a group, and confidence in working before a group.

2. About Me: self-concept program for the lower elementary grades.

3. The Most Important Person: a series of 4 minute films for early childhood.

   A. Feelings: each lesson emphasizes feelings of happiness, love, or fear from the child's point of view.

      a. Feeling Good, Feeling Happy
      b. I Used to be Afraid
      c. Different Kinds of Love

   B. Creative Expression: the most important person is a creative person. Children are encouraged to use their talents and abilities in expressing themselves in a special way.

      a. This Is Me
      b. Rhythm Around You
      c. Use Your Imagination
      d. Be Curious!
      e. When Your Waking Up
      f. Without Saying A Word

   C. Attitudes: how can a child cope with situations that are discouraging? The unit suggests some positive approaches.

      a. Oops, I Made A Mistake
      b. I'm Lonely
      c. Why Not Try?
      d. We Can Do It!
      e. It's Not Much Fun Being Angry
      f. Nothing Ever Seems to Work Out for Me

   D. Identity: Who am I? What am I like? What is my family like? These are some of the questions encountered in this unit, which aims to develop a strong sense of self-awareness and self-importance in the young child.

      a. I'm The Only Me!
      b. Where Are You In Your Family?
      c. How Do We Look?
      d. What Do You Think You Want To Be?
      e. Every Family Is Special
      f. The Most Important Person

E. Getting Along With Others: cooperation, understanding, and thoughtfulness are qualities included in this study of interpersonal relationships.

a. Growing Up
b. Doing Something Nice
c. Thinking of Others
d. What Is A Friend?
e. What Do You Mean?
f. Living Things Are All Around Us
g. Share It With Someone

F. In Person: Hairy, Fumble, and Bird: 3 puppets (animal characters in films) and 50 drama activity cards.

Guidance Associates: 757 Third Avenue, New York, New York 10017

1. Sound Filmstrips

A. Understanding Changes in the Family, K-3

a. What's A Family?
b. Little Brother, Big Pest
c. We're Adopted
d. Not Together Anymore
e. Playing Dead

B. First Things: Values, grades 1-5

a. The Trouble With Truth
b. That's No Fair
c. You Promised
d. What Do You Do About Rules?
e. But It Isn't Yours...

C. First Things: Social Reasoning, grades 1-5

a. How Can You Work Things Out?
b. How Would You Feel?
c. How Do You Know What's Fair?
d. How Do You Know What Others Will Do?

D. First Things: Social Studies/Guidance, grades 1-5

a. Guess Who's in a Group
b. What Do You Expect of Others?
c. What Happens Between People
d. Who Do You Think You Are?
e. You Got Mad: Are You Glad?

E. Discovering Your Personality, grades 5-9

a. Who Are You?
b. Belonging to a Group
c. Exploring Your Feelings

F. Adolescent Conflicts

a. Dealing With Group Pressure
b. Dealing With Anger

c. Seeking Independence
d. Coping With Competition
e. Coping With Jealousy

G. The Adolescent Expereince

a. Shaping Identity
b. Interpersonal Relationships
c. Understanding Emotions
d. Developing Values
e. Setting Goals
f. Forming Beliefs

H. Miscellaneous

a. Values for Teenagers in the 1970's
b. Teenage Rebellion: Challenge to Authority
c. Personal Commitment: Where Do You Stand?
d. Do We Live or Exist?
e. Reflections of Myself
f. Somebody's Cheating
g. High on Life
h. Dare to be Different
i. Your Personality: The You Others Know
j. I Never Looked At It That Way Before

2. Films

A. Echoes: a sensitive film about death and the importance of caring about other people (11 minutes).

B. Loneliness: The Empty Tree House: (10 minutes).

C. Jealousy: I Won't Be Your Friend: (13 minutes).

D. Worry: I'm In Big Trouble Now: (12 minutes).

E. Disappointment: A Day That Didn't Happen: (11 minutes).

Harcourt Brace Jovanovich, Inc.: 757 Third Avenue, New York, New York 10017

1. Self Expression and Conduct/The Humanities: a humanities program for the lower elementary grades concerned with self discovery, self expression, and conduct (behavior based on values), it gives each child the chance to discover his strengths and weaknessess and to build on the strengths. Children discover who they are, what they and others believe, and why they believe it.

Through activity-centered books, records, and sound filmstrips, each child learns to express his own feelings about himself and his world. In turn, the program's components lead children to an understanding of humanity's basic values: truth, beauty, justice, love, and faith. The child's increasing awareness of these values will begin to affect the choices he makes for himself. He will begin to choose the principles that will guide his behavior.

A. Blue (Level 1)
B. Red (Level 2)
C. Green (Level 3)

Human Development Training Institute: 7574 University Avenue, La Mesa, California 92041

1. Human Development Program is a curricular approach which is designed to give children the opportunity to become constructively involved in developing their own personal effectiveness, self-confidence, and understanding of the causes and effects in interpersonal relationships. It is a preventive program designed to help children understand and respect themselves and each other as human beings. By becoming involved in the program they are given an opportunity to learn useful social skills in order to prevent problems that many people struggle with because they did not have the opportunity early enough to learn some important things about themselves and about other people. The program capitalizes on the basic drives of children to achieve mastery and gain approval.

   In addition to its preventive nature, the program also functions as a set of systematic strategies for the maintenance and enhancement of mental health. It systematically incorporates what master teachers do every day to instill responsibility and self-confidence in children. It is an eclectic development and sequential plan, (never coercive, or confrontive) which reduces the chance factor for emotional and social growth in the affective domain. The scope and sequence of the activities provide experiences that develop knowledge and skills needed for effective personal adjustment, ability to communicate with others, success in academic endeavors, and other life changes.

   A. Magic Circle: An Overview of the Human Development Program
   B. Methods in Human Development, Theory Manual
   C. Human Development Program, Activity Guide for Preschool and Kindergarten, Levels I, II, III, IV, V, VI
   D. Human Development Program for Institutionalized Teenagers
   E. Human Development Program Supplementary Idea Guide
   F. Human Development Program "Magic Circle" Story and Activity Booklets
   G. Magic Circle Conflict Curriculum (3, 12 minute films and discussion guides)

Media Five: 1011 North Cole Avenue, Hollywood, California 90038

1. Classroom Climate and Teacher-Student Relations. 12 half hour audio cassette series.

   A. Dr. Lee Salk, "Developing Self-Esteem"
   B. Herbert Kohl. "Teaching Insecurity"
   C. Dr. Thomas Gordon, "Beyond Authoritarian Teaching"
   D. John Holt, "Classroom Freedom"
   E. Dr. Richard Harring, "Using Learning Centers"
   F. Dr. Fitz-George Peters, "Minorities in the Classroom"
   G. George Dennison, "Reducing Competition"
   H. Charles Silberman, "The Open Classroom, The Teacher's Role"
   I. Dr. Richard Harring, "The Open Classroom, Potential Pitfalls"

J. Joseph Featherstone, "Principals: Leaders or Managers?
K. Dr. Aurther Pearl, "The Real World in the Classroom"
L. Jonathan Kozol, "Issues and Censorship"

2. Human Relations and School Discipline: a series of 12 films providing new insights, innovative ideas, and practical techniques for improving student-teacher relations and creating a climate for effective school discipline.

A. Why Human Relations? A film that identifies the basic need for good human relationships in schools, re-examines goals of public education, and shows how discipline and human relations are closely interwoven. Documentary scenes show several schools where human relationships have been consciously improved. Key participants include Herbert Kohl, John Holt, James Herndon, Charles Silberman, classroom teachers. (29 minutes)

B. The Humanity of Teaching: a study of positive relationships in the classroom and how they can strengthen the climate for effective, natural discipline, rewarding both teacher and students with a mutally satisfying, productive existence. James Herndon, Marc Robert, Herbert Kohl, Jonathan Kozol, Lee Salk, several principals, teachers, and others share their views on the importance of feelings good about yourself and about what you and your students are doing in school. (29 minutes)

C. Starting Tomorrow... A thought provoking mix of practical suggestions, workable classroom approaches, helpful tips and a few startling ideas every teacher can use to improve human relations and school discipline...starting tomorrow. Highlights include documentary footage and commentary filmed at an Alternative School, plus interviews with John Holt, Joseph Featherstone, William Glasser, Thomas Gordon, and other guests. (29 minutes)

D. What is Discipline, Anyway? That was the question, among others, put to all the key figures in this series. Their answers provide a revealing montage of viewpoints around central theme of school discipline, what it is, and how to achieve it within a framework of realistic, enforceable rules. Discipline and punishment are differentiated. Guests include John Holt, Charles Silberman, Madeline Hunter, Arthur Pearl, James Herndon, Jonathan Kozol. (29 minutes)

E. The Who, What & Why of Authority A compilation of views by series participants regarding power, responsibility, control, rules--specifically as they relate to authority, what it is, who has it, and why. The concept of natural authority emerges, along with this conclusion: potentially, in one way or another, the teacher already has it. Everyone does. Documentary scenes amplify the comments of George Dennison, Charles Silberman, Joseph Featherstone, William Glasser, John Holt and others. (29 minutes)

F. Minority Report: an in-depth look at two related concernes: first, the special problems of minorities in whay many observers consider an alien educational environment; secondly, the pros and cons of what has become known as "racial school reform." Free schools, alternative schools are discussed. Included with documentary footage are the views of Jonathan Kozol, Arthur Pearl, Fitz-

George Peters, Alternative School Principal Greta Pruitt, Herbert Kohl, James Herndon. Charles Silberman--on problems that are in reality the problems of all people. (29 minutes)

G. Teacher Effectiveness Training: a complete outline of the methods created and developed by Dr. Thomas Gordon, originator of Teacher Effectiveness Training, a system of techniques now widely used by teachers in building more effective classroom relationships. Dr. Gordon illustrates and explains the concepts of active listening, "I" messages, and the no-lose method for resolving conflicts. Public school teachers who regularly practice Teacher Effectiveness Training techniques share their classroom experiences. (29 minutes)

H. The OK Classroom: a thorough introduction to the techniques and terminology of Transactional Analysis, explicated by Dr. Thoman Harris, author of I'm OK--You're OK. Dr. Harris discusses Transactional Analysis concepts with teachers, explains special meanings of the terms "parent," "adult," "child," "transactional," "strokes," "life positions," and "game," and narrates documentary examples of his theories in action in several school classrooms. Emphasis is on implications for discipline. Included are many practical suggestions for understanding and improving the teacher-student relationship. (29 minutes)

I. The Reality Therapy Approach: selected documentary film of teachers successfully using concepts developed by Dr. William Glasser to achieve effective school discipline, along with a full explanation of the seven steps of Reality Therapy. Together, these elements provide the basis for building individual responsibility and self-motivated, productive behavior. Live-action sequences show Reality Therapy applied to familiar school discipline situations. (29 minutes)

J. Theory Into Practice: a documentary look at Individualized Instruction as practiced at University Elementary School on the campus of UCLA, with commentary by Dr. Madeline Hunter, principal of University Elementary School and creator of the program. Also included are sequences filmed at an inner city school where the theories and techniques are being field-tested. (29 minutes)

K. Getting It All Together: a film about some of the exciting things happening at one innovative public elementary school in Palo Alto, California, where synergy is one key to success--where the whole seems even greater than the sum of the parts. Getting all of the "parts" together and functioning in a meaningful way has become everyone's responsibility--teachers, students, parents, administrators, the community. Extensive documentary film shows many elements that contribute to an effective school environment. (29 minutes)

L. The Open Classroom: a documentary study of various forms of open education in operation in several public school (New York, Washington, California), featuring Professor Lillian Weber, a leading proponent of the open-classroom concept and director of CCNY's Workshop Center for Open Education. Charles Silberman, Herbert Kohl, and six experienced open-classroom teachers and administrators add their views on making the changeover to informal education. (29 minutes)

M. In A Class By Himself: a stimulating film-documentary that examines the logic, philosophy, and day-to-day details of successfully creating an informal, individualized approach to classroom instruction, with commentary by administrators, teachers, and parents directly involved in the change to open education. In-classroom footage looks closely at space utilization, learning centers, team teaching, peer tutoring, curriculum planning, tracking and assessment, and especially at the teacher's role in an informal, individualized classroom. Important viewing for schools considering or already practicing this approach to education (27 minutes)

3. "Schools Without Failure" Concepts

A. Glasser on Schools: the basic Glasser primer--a thought-provoking and highly personal introduction to Dr. William Glasser's no-failure approach to education. Glasser on Schools confronts basic issues, challenges longstanding traditions, and offers valueable insights into typical school problems and why they exist. Filled with Dr. Glasser's wit and humor, the film also deals seriously with a serious matter: failure in school and what to to about it. Full of practical ideas for helping every student succeed. (19 minutes)

B. School Without Failure: a compelling documentary showing Dr. Glasser's no-fail concepts at work in a public elementary school in Palo Alto, California. The film demonstrates class meetings, student-parent-teacher conferences, cross-age tutoring, enrichment programs, team teaching and student involvement in curriculum planning. Above all, School Without Failure depicts a place where everyone is involved-- students, teachers, parents, administrators, the community. A film for everyone interested in discovering the joy of learning through success practices. (46 minutes)

C. The Identity Soceity: a valuable explanation of the major cultural shift that is permanently affecting our lives and schools. Dr. Glasser, in a talk filmed before a live audience, looks closely at today's students, why they seem so dramatically different, and concludes: "Students are no longer motivated by fear of failure. Prior to World War II, success was measured in terms of achieving goals. Today, children are born into a secure society in which the primary need is for personal identity." Contains many helpful insights regarding students who do not respond to imposed classroom goals. (28 minutes)

D. A Success-Oriented Classroom: an uncut 16 minute visit to a success-oriented classroom forms the body of this film, shot at one of Dr. Glasser's model schools-without-fialure. Students are shown working alone and with others on mini-contracts in which they are involved in designing part of their own school day. Demonstration teacher Keith Maxwell narrates the documentary segment and discusses with Dr. Glasser a number of techniques and suggestions for guiding and checking student progress. (28 minutes)

E. Questions for Thinking: an examination of what schools are doing, not doing, or could be doing--to encourage students to think. Filmed during an audience-participation lecture, Questions for Thinking yields these and other thoughts from Dr. Glasser: "Education runs on questions. Four basic types can be readily identified and classified. These range from completly closed questions intended to elicit memorized responses, all the way to totally open-ended questions that stimulate students (and teachers) to think. Learn to recognize and achieve a balance among these," Dr. Glasser states, "and you'll have a lot more thinking students. The point is, they make useful, worthwhile individuals who feel good about themselves and their school." (28 minutes)

F. Why Class Meetings? A detailed explanation and demonstration of why class meetings are an integral part of a success-oriented school. Dr. Glasser discusses the importance of the circle for communication and explains the techniques used by the leader, with emphasis on remaining non-judgmental while still maintaining guidance over results. In a live-action classroom sequence, Dr. Glasser leads a second grade class meeting, showing how to give students an opportunity to get involved without fear of failure. (28 minutes)

G. Glasser on Discipline: Details of a successful new approach to an old problem: school discipline. Dr. William Glasser, citing examples of problem situations familiar to teachers, reveals suprisingly direct, practical solutions. Speaking to a lively, overflow audience of school personnel and parents, Dr. Glasser outlines five basic elements for achieving effective discipline in school. Key points: discipline is not punishment, nor can it be based on fear. "Students respond best," says Dr. Glasser, "to the reality of reasoned consequenses--well understood and agreed to ahead of time by everyone concerned. This is a key factor," he says. "When a child breaks a rule, it must be a rule he knows, understands, and has accepted as reasonable. He must also have a clear idea of what will happen, and that it will always happen." Recommended viewing for teachers, parents, students, administrative staff. (28 minutes)

H. The Reality of Success: a basic background film on Reality Therapy, Dr. Glasser's step-by-step counseling process that has proven so valuable to teachers everywhere in helping problem students to achieve self-motivated, productive behavior. Filmed during a talk to California educators, Dr. Glasser explains fully how Reality Therapy's seven key steps can help both teachers and students work toward real success in school. This film pinpoints the value and importance of maintaining good personal relationships, dealing in the present, getting the troubled child to make a value judgement and develop his own plan for improvement, and securing his commitment to follow through. (28 minutes)

I. Dealing With Discipline Problems: graphic documentary demonstration of proven techniques for handling many of the most recurring school discipline problems. A dozen different real-life

situations, filmed on location at three of Dr. Glasser's model schools-without-failure, reveal how individual teachers apply success-concepts of Reality Therapy in everyday practice. Teachers themselves supply the commentary on what they are doing and why, often suggesting alternative ways of dealing with the situation. Problems covered range from uncomplicated to very difficult: classroom disruption, uninvolved students, breaking playground rules, truancy, fighting. As background, Dr. Glasser reviews his Reality Therapy approach with emphasis on distinguishing between discipline and punishment. Valuable new perspectives and techniques for every teacher. (29 minutes)

J. A Class Meeting on Class Meetings: class meetings, their goals and objectives, are discussed by a sixth grade class with three years of class meeting experience. This film demonstrates the dramatic results that class meetings can produce as these 6th graders think about intellectual questions, listen to others, and search for reasonable alternatives to problems. (28 minutes)

K. Interviewing Class Meeting Guests: Dr. Glasser intorduces two class meetings which demonstrate techniques for interviewing class meeting guests. A 6th grade class meets to formulate questions for a visiting parent, then interviews that parent whose unusual hobbies trigger a fascinating discussion. (28 minutes)

L. The Teacher's View: staff members from various schools-without-failure gather to share their experiences in beginning class meetings and enrichment programs. A discussion of common difficulties and solutions provides valuable encouragement for a school staff working toward a more effective school environment. (28 minutes)

M. Building Class Involvement: this film demonstrates three different activities which encourage students to work together and develop techniques for obtaining information through questioning. These activities are recommended for building student involvement in a way that is valuable as well as fun for both teacher and student. (28 minutes)

Merrill Publishing Company: 1300 Alum Creek Drive, Columbus, Ohio 43216

1. Decision: A Values Approach to Decision Making: a multimedia program to help students, 7-12, analyze decision making processes and provide a framework for them to clarify their own values--an essential step toward the life skill of effective decision making.

National Institute of Mental Health: 5600 Fishers Lane, Rockville, Maryland 20852

1. One To Grow On: the National Institute of Mental Health has developed a new set of tools to stimulate thinking and discussion about mental health issues related to teacher-student interaction in the classroom. The idea for this program grew out of the basic concern of parents, teachers, and mental health workers for helping the student in the process of personal growth. A teacher who is sensitive to the young person's needs, feelings, and interests, and who understands his own potential as the shaper of the classroom experiences, can provide important help.

The One To Grow On film and print materials are simply tools- a point of departure--and not a package of panaceas. The program can best be used as a catalyst: a source of stimulating impressions and data around which personal and collective problems can be discussed and solutions suggested. Some of the films present classroom techniques and models. These can be accepted or rejected by the One To Grow On participant depending upon his particular needs and resources. However, the materials are not intended to "sell" particular techniques (although many are illustrated) or to suggest that any or all of them will necessarily alter the learning experiences. Instead, the program stresses that effective use of such techniques must grow out of shared need felt by both teacher and student. Although the classroom is the central arena, with teachers and students playing the major roles, the issues involved must also be discussed and understood by all citizens within the community. Therefore, although the program is designed as a teacher education series, it also has value as a community education and discussion program which should include young people, parents, and other interested representatives of the community, as well as teachers and school administrators.

All of the films in the One To Grow On series avoid the didactic approach in favor of one that is more experimental and open-ended. There is no one set of answers to help all teachers deal with the issues surrounding education and mental health.

Each film in the program has a companion discussion guide which highlights key discussion segments within each film and which helps identify relationships and counterpoints among other films in the series. For those groups of participants interested in delving deeper into classroom techniques, a handbook, "Promoting Mental Health In The Classroom," is included which contains models and references for further discussion and study. Another component of the series is a publication entitled, "Teachers Talk About Their Feelings." It was prepared from interviews with first year teachers who speak freely about their profession and about themselves. Perhaps from their honest disclosures, participants can discover clues about what can be done to foster good mental health in our teachers, our students, and our schools.

Distilling the series to its essence, the program is saying: "Behavior is the manifestation of different combinations of motives and resources that may underlie the action." Using this perspective, the teacher approaching a classroom behavior problem would ask, "What is the student trying to accomplish by his behavior?" and "Why did he act the way he did and not another?" Teachers are not psychotherapists and sometimes will need to turn for help to school psychologists, psychiatrists, or counselors. Nonetheless, an awareness of the dynamic nature of human behavior and an ability to use this knowledge in the classroom can help them enhance the social, emotional, and intellectual development of their students.

A. One To Grow On: (10 minutes) this film puts the series in perspective. It establishes goals and expectations using clips from each of the films. One To Grow On explains the function of the films as discussion stimulators and sets the tone for using the films as educational tools.

B. A Pretty Good Class for a Monday: (25½ minutes) this is a documentary study of three uniquely different high school students in a single history class. Each participates in the class with his own special set of motives, needs, and values. This film is a *good discussion tool for exploring a variety of behaviors* in the classroom.

C. Sarah: (9½ minutes) This film portays a critical incident which revolves around confidential information between a student and a teacher. The incident leads to a triangular conflict among student, teacher, and counselor with important decisions and consequences confronting each.

D. Act II-Lindsey: (17 minutes) a student's home and classroom environment is the focus of this film. Family pressures, peer pressures, unmet emotional needs, and teaching style all play important roles in influencing Lindsey's behavior.

E. A Teacher in Reflection: (10½ minutes) this is a "methodology" film about a grade school teacher who uses class meetings to help work through student's personal and classroom problems. In this documentary, the teacher talks about her success and failures in accomplishing the classroom environment she seeks.

F. Individuals: (17½ minutes) This is another "methodology" film in which a teacher allows some of her students to plan their own day's activities. Both she and her students talk about the classroom system and the goals they have set for themselves and their class.

G. Learning Strategies: (11 minutes) this is a documentary film about a school in Cleveland, Ohio, which helps students guide their own development. Human values and human relations are emphasized in the curriculum along with student tutorials, historical dramatizations, and student-principal discussions about the curriculum.

H. What Is Teaching? What Is Learning? (23 minutes) Several teachers discuss their enthusiasm and concern for new techniques that they are trying. It is a good film to help teachers discuss their own feelings about the classroom, their students, and the world outside the classroom.

Pennant Educational Materials: 4680 Alvarado Canyon Road, San Diego, California 92120

1. Can of Squirms: encourages meaningful, interesting dialogue between individuals. Every version of the game is design tested for a specific age level or dialogue objective. Can of Squirms is adoptable to one-to-one situations or group sessions. It can be used as a teaching tool or played as a fun game. Every can includes game elements, a leader's guide and 100 discussion questions. Leader's guide suggests variations for your individual needs.

Ten different versions are available:

A. Primary
B. Intermediate
C. Junior High
D. High School
E. College
G. Generation Gap
H. Teenage Sex Education
I. New Testament
J. American History
K. Old Testament

2. Feelin': a game that involves feelings and value priorities. Helps students identify, clarify, and express personal feelings. Players become aware that human feelings have levels of depth and intensity that can be complex in nature. Feelin' encourages students to express thoughts and feelings regarding their experiences.

   Game includes 30 subject cards, an emotion spectrum board and 36 wooden tokens. For one to six players. (Grade 7-adult)

3. Tell It Like It Is...The Ungame: deals with communication problems, while participatants have fun. "Tell It Like It Is" opens honest channels of communication between the participants. It helps players begin exploring their own feelings, attitudes, and motives.

   The game has an equalizing effect which affords the shy, reticent person the opportunity for expression. It encourages the gregarious person to listen, through a unique discipline established in the rules.

   Components are a game board, pawns, a die and decks of specially designed cards. These cards contain uniquely stated questions that elicit the participants' throughts and feelings in a non-threatening game atmosphere. One deck of cards can be used with adolescents and adults, the other with children. For 3 to 6 players. (Grades 4-adult)

4. Cruel Cruel World: value game. Is wealth most important to you? Or is it influence, affection, respect, or displaying your skills? How does one achieve balance in all these areas? "The Balanced Life in a Cruel Cruel World" is not just a game, but a useful tool in relating to real-life situations. Playing Cruel Cruel World develops an understanding of the values involved in personal decisions as well as the values involved in that same person's goals. For example, a player may choose to work only for wealth or affection, but soon learns that other values suffer from this single-minded approach. The game emphasizes concepts such as this.

   The object of the game is to achieve a good balance of eight Vlaue categories. Respect, affection, responsibility, well-being, wealth, influence, enlightenment, and skill. Playing and discussing Cruel Cruel World is an excellent way to examine personal goals.

   Included with the game is a leader's guide with discussion questions. There are suggested variations to emphasize special needs. Also included are the game board, four score boards with scoring pegs, dice, markers and instructions. For 2 to 4 players, or for teams. (Grade 6 through adult)

5. Discussion: value game. Ever wonder why people react so differently to the same problem? This game is designed to help players understand that any event can offer both positive and negative values.

   Event cards present a situation. Each player must cope with the situation, using the positive or negative cards he has drawn. Players soon realize that any event can be approached from many viewpoints and that responses to problems take many forms. The same event may provide affection for one person, respect for another, yet be a detriment to a third person.

   Game includes leader's guide with discussion questions, 48 Value cards, event cards and instructions. For 2 to 5 players. (Grade 6 through adult)

6. Helping Hands: value game. Each player in the game moves toward "Home." Whe a player passes a space marked "Helping Hands," he moves another player forward. Moves are determined by Value cards. Color-coded for easy play.

   Helping Hands provides opportunity for the teacher to discuss values with the class, showing the importance of sharing and working toward a common goal.

   For 2 to 6 players. Game includes playing board, markers, Value cards, and leader's guide with discussion questions. (Grades K-3)

7. Match Wits: value game. Do you explore every angle of a problem before reaching a conclusion? In Match Wits, players are challenged to identify the value areas involved in a particular event. The ramifications and eye-opening learning possibilities are tremendous. Players are given a situation, and must describe as many possible consequences as they can, while racing the clock. Match Wits helps players develop an understanding of the needs and the many values expressed in typical situations. The game emphasizes team play, one to five players per team, with participation by each of the team members.

   Game includes leader's guide with discussion questions, 64 situation cards, score cards, instructions. For 2 to 40 players. (Grade 6 through adult)

8. My Cup Runneth Over: value game. Helps players interpret the actions of other players, and practice recognizing their own verbal and non-verbal communications. The players attempt to fill their cups with Value Tokens by acting out the values they draw. If other players interpret the value expressed, the tokens are won and go into players' cups.

   Players begin to realize that values are interpreted differently by other people. That the way a person sees his own actions is not always how others see them. They learn that communicating feelings accurately to others takes practice and insight.

   The game includes leader's guide with discussion questions, four display racks, four cups, plastic tokens, and instructions. For 2 to 4 players, or for teams. (Grade 6 through adult)

9. Value Bingo: value game. An adaption of the familiar Bingo game, with a new twist. The caller reads statements instead of numbers, and players identify the Value category emphasized in statement. Immediate feedback provides comparison with the Value category intended. Players interpret statements in terms of eight important value categories, and examine the value emphasis in different statements. A "starter" game for values education, provides opportunity for discussion in the classroom.

   For 2 to 40 players, includes leader's guide with dicussion questions. (Grade 4 through adult)

10. Audio/Visual for Early Childhood

A. Developing My Values, Child's World: values such as honesty, fairness, and kindness cannot be simply taught verbally. They are learned through experiences. Materials such as these study prints can help--in that they can be used as springboards to learning experiences. Developing My Values is a set of eight study prints which aim to help children understand what honesty involves, and to aid growth in awareness of personal responsibility toward others. (Grades K through 3)

B. Frisky and the Turnabout Twins: Frisky and the Turnabout Twins, Tim and Tessie, are 9 inch tall flocked cardboard puppets with smiles on one side, frowns on the other. Together with 8 inch high Frisky Puppy, they teach sharing and helping. Four 10 x 13 inch sheets of full color flannelgraph figures are also included. Book has 20 stories. (Preschool and K through 3)

C. Helping and Sharing: an aid in teaching young children how they can make the lives of others happier by being helpful, generous, and cooperative. Use with you social studies curriculum. Subjects: helping mother, being good friends, marching together, sharing a snack, sliding fun and cleaning up. 19 pictures for the flannelboard, a 33 1/3 RPM record and teacher resource sheets. Figures are multi-ethnic. (Grades K through 3, also for special education work with handicapped children in the 5-9 age group)

D. Learning With Lolly: children quickly join in when this perky little elephant leads the action rhymes. Flocked cardboard puppet is 9 inches tall, has movable arms and truck. Kit includes four 8½ x 11 inch sheets of full-color flannelgraph props. A 24 page book has stories and poems that teach helping, sharing. (Preschool and K through 3)

E. Moods and Emotions, Child's World: when a child can understand his own moods and emotions, he finds it easier to understand and appreciate others and to develop proper attitudes toward them. Moods and Emotions is a set of eight picutes of children expressing feelings of love, joy anger, frustration, compassion, sadness, thoughtfulness, and loneliness. Resource material on the back of each study print and the accompanying teacher's manual provide background information for classroom discussion most suitable for grades K through 3. The set is packaged in a durable plastic envelope for easy storage and retrieval. All illustrations are in full color, printed on 13" x 18" cards that can stand without support on a chalk tray or easel. (Grades K through 3)

F. Moods and Emotions: Aids pupils in recognizing their own feelings and understanding of others. Sixteen 12" x 17" photographs, plus 40 page teacher's booklet help the young child examine joy, sadness, anger, fear, and other emotions. Provides much opportunity for participation. (Preschool and K through 3)

G. Social Development: provides a vital start toward good adjustment by helping to develop important social attitudes in pupils Twelve teaching pictures, in full color 11" x 14", with accompanying resource sheets demonstrate activities and stories about taking turns, sharing ideas, playing together. (Preschool and K through 3)

H. Understanding My Needs, Child's World: every person has certain emotional needs. These include the need to love and be loved, the need to achieve, the need for security, the need to know, the need to belong, and the need to dream. If these basic needs are met, a person will have a good positive self-image which, of course, is necessary for a healthy emotional life. Understanding My Needs is a set of eight study prints which aims to build each child's self-image and to help each child feel accepted. (Grades K through 3)

I. Wee Winkie and His Friends: Winkie and flannelgraph "friends," appearing in 27 different character-building stories. Kit includes 9½ inch tall, brown-flocked cardboard Winkie, six 10 x 13 inch full color flannelgraph sheets, 24 page storybook. (Preschool and K through 3)

J. Wee Winkie Bear: the 9½ inch high, brown-flocked cardboard puppet has blinkable eyes and movable paws. Kit includes six sheets of full color flannelgraph figures of Winkie's "forest friends." Book provides 27 trait-teaching stories. (Preschool and K through 3)

Pflaum/Standard: 8121 Hamilton Avenue, Cincinnati, Ohio 45231

1. Dimensions of Personality: a systematic program dealing with emotion, groups, awareness, growth, family, environment, self-image.

A. Let's Begin: the Dimensions of Personality program begins at the kindergarten level with a program of wordless picture stories to help you prompt discussion about making friends, growing, working in groups, respecting and overcoming shyness, dealing with fear, learning new skills, being angry.

In each story the main character makes some adjustment to a new situation. As the children tell the stories from the pictures presented, they readily identify with the situations the characters are a part of. They can discuss how the character must feel, explore alternatives to behavior, and share with the group the feelings they have had in like situations.

At the same time the children's self-confidence is reinforced as they offer their interpretation of what is happening in the pictures. The discussion about the stories enhances their ability to recognize and verbalize their feelings. This is a very important step toward emotional maturity.

B. Level One-Now I'm Ready: this program gives the first grader the encouragement he needs to feel at home while in school, and to feel that he is competent to achieve success. The program also gives you the necessary tools to help the first grader develop such feelings about himself in the school situation. Now I'm Ready takes advantage of the social aspect of school. It asks the children to interact in small non-competitive groups. The activitie give the children opportunities to learn to work in a group. The accompanying book for the child is made personal as he records his experiences in working and sharing at home and at school.

Through the program, the children develop feelings of competence and self-esteem. The group members see the concrete contributions each makes to some successfully shared enterprise. When a group feels good about itself, it helps the members feel good about themselves.

C. Level Two-I Can Do It: having experienced success, the first grader must leave the comfort of the environment that fostered the success and move to second grade. The transition can be a little difficult. The second grader needs assurance that he has performed competently in the past and that he will perform competently now. In other words, he needs reinforcement, the quiet realization that he is worthwhile, and that he can cope with new situations and new people.

The second grade program gives the child specific activities that let him experience competence now--especially in nonscholastic areas. This helps him become aware that there need not be a wide separation between the school world and the outside world. The group activities help children interact in a constructive manner. The children must cooperate in order to succeed in accomplishing the objectives of the activities.

D. Level Three-What About Me: the third grade program is designed to make it easier for the child to find out about himself. It helps him develop and maintain a healthy self-concept. Through small group activities he learns that, like others, he has strong point, weak points, that he is improvable, and that he can accept his limitations and still be a member of the group. He also discovers that he is unique in some ways and that in other ways he is much like his peers.

How a child feels about himself and others is an important part of this third grade program. Because the emotions of fear and anger are likely to be troublesome to most children of this age, the child's personal worktext devotes a unit to each. It concludes with a section on the child's feeling about himself and suggests ways his self-image can be improved.

E. Level Four-Here I Am: this course gives the fourth grader insights to his behavior. It recognizes that if the child learns to accept himself, he will probably learn to accept others and their society.

Here I Am has an intensely personal appeal to the child. It offers him the opportunity to explore a mysterious yet familiar territory--himself. In this journey of self-exploration, your role is primarily that of facilitator. The goal is development of the human person rather than acquisition of facts.

To meet this goal you present certain class activities prescribed in the teacher edition. These directly correspond to the goals of each chapter, and are critical to the development of the children. The activities lead the child to experience an emotion while in the classroom, and allow him to talk about it immediately. He is then much better informed of the emotional growth of a ten year old.

F. Level Five-I'm Not Alone: in both content and structure, this fifth grade program reflects the middle grader's change of focus

from home and family to peers in the neighborhood and in the classroom.

First the child is asked to consider his family group, and then to view the wider society of playground and classroom. The teacher's function is to help the child discover things about himself; to see new expressions of old emotions, to keep in touch with changing feelings. The fifth grader's primary discovery is that he has feelings and that his emotional life is healthier if he can talk about these feelings. Teacher initiated activities precede each chapter. They are the core of the program since they provide the experience and the identification of attending feelings that enables children to participate in the discussion. They, in fact, provide an affective frame of reference for the child.

G. Level Six-Becoming Myself: a program that prepares the child for adolescence. The best way to make the teen years less stormy is to help the middle grade youngster become more at ease with himself before he has to cope with the shocks of adolescence.

This program helps the sixth grader continue the self-discovery he has begun and to feel comfortable with himself. Through activities, reading, discussion, the sixth grader becomes familiar with the most important emotions in his life. He also examines his emotional reaction to himself and others. The second part of the book discusses the child's growth and his feelings about it.

If the sixth grader accepts his emotions and realizes the influence they have on his behavior, he will probably be a happier 12 year old as well as a happier teen-ager.

H. Junior High Level-Search for Meaning: as the child begins to cross the treacherous rapids of adolescence, he begins to ask,"Why am I here?" "Where am I going?" "How do I fit in?" He begins his quest for meaning in life.

Search for Meaning is a tool kit of strategies and techniques to help the adolescent answer these questions for himself. The program contains no prepackaged answers, no pre-drawn conclusions. Rather, in the spirit of inquiry, it allows the early teen-ager to explore, examine, consider, weigh and reflect on the stuff of life--his life--and his present relationships with family and peers. It prompts the student to consider--in the context of these relationships--the forces from within and without that work together to mold him.

And because it is each person's personal quest for meaning, the program allows the student to be the sole authority for his findings.

I. Senior High Level-Search for Values: this program also is a tool kit of strategies and techniques. It is designed to help students sort out their actions and feelings about the world within and around them. It can help a person see more clearly the directions his day-to-day choices are taking, and can help him come to grips with his personal value system. This is done through self-reflection and peer interaction.

Both Search for Meaning and Search for Values were developed by educators. The programs' activities are low-risk and non-judgemental. They include large and small group discussions, one-to-one experiences, role playing activities, and one-to-group activities.

Salenger Educational Media: 1635 Twelfth Street, Santa Monica, California 90404

1. How Would You Feel: You and Yourself: sound filmstrip multimedia package, K through 3.

2. How Would You Feel: You and Others: sound filmstrip multimedia package, K through 3.

3. The Super Duper Rumors: sound filmstrip package on values and language arts, early childhood through grade 3.

Science Research Associates, Inc.: 259 East Erie Street, Chicago, Illinois 60611

1. Focus on Self-Development: a multimedia program designed to help elementary students develop understanding of self, others, and environment.

   A. Stage I: Awareness for Grades K-2: this stage emphasizes the development of the awareness of self, others, and the environment. Twenty flexible units adapt easily to the needs of the class.

      The topics include self-concept development, awareness of the environment through the senses, socialization, sharing, and problem solving.

      The teacher's guide contains activities, discussion topics, unit plans, and detailed suggestions for building an awareness important to growth and development.

   B. Stage II: Responding for Grades 2-4: the stories and activities in this Stage encourage the child's responses to his personal, social, emotional and intellectual life. And to what is important and why.

      The topics include self-concept, abilities, limitations, interests, concerns, communication, companionship, acceptance and rejection, plus others important to a child as he becomes more aware of his environment and his peers.

      This Stage builds on the concepts and awareness developed in Stage I, but can be used separately.

      Special attention to the response "I do this" or "I would do this about that" is given in the pupil acitvity book.

   C. Stage III: Involvement for Grades 4-6: this stage emphasizes involvement with the self, others, and the environment. The first unity presents the involvement concept. Other units focus on causes

of behavior, problem solving, the self, emotions, experiences, choosing, learning, responsibility, physical environment, communication, family relationships, social relationships, groups, rights, justice, and conflict.

Each unit encourages the pupil to examine his involvement with self, others and the environment and to think about his vaules.

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1. Deciding for Myself - A Values Clarification Series: a series to provide practice in values clarification, using topics that are both timely and enduring. Designed to be personal, but nonthreatening. The activities and strategies are uncomplicated and fun, yet intellectually and ethically stimulating. (Grades 6 and up)

   A. Set A.: Clarifying my Values
   B. Set B: My Everyday Choices
   C. Set C: Where Do I Stand?

2. Aware: a series of 10 individual 8 page study units for use in junior high and up that handles difficult but vital subjects such as, "alienation," "death," "friends," and "violence." Each topic is presented simply and honestly through stories, interviews, articles, games, etc. (Grades 7-9)

3. Help! A Problem Solving Guide for Young People: a problem solving guide that enables students to identify problems and seek alternate modes of behavior. Based on actual letters from young people, ages 10-15, the program provides a forum for questions and answers for use in a variety of courses. (Grades 7-9)

4. Dating - Communication and Decision-Making: based on the principles of self-knowledge, this program defines the important elements of decision-making and communication from adolescence to adulthood. (Grades 10-12)

5. Values in Action: a program of filmstrips and recordings for role-playing and dicussion. The filmstrips portray children involved in familiar social dilemmas. Predicaments depicted are the kind that most frequently trouble children of this age level--situations that demand decisions involving other persons, particularly peers. As students explore the problem and suggest solutions, they improve decision-making and learn about values. (Grades 4-9)

6. Springboards to Awareness: a program consisting of open-ended sound filmstrips which discuss communication (Touch and Grow); wonder (Wonder: Way to Grow); and faith/trust (Key to the Stars). Each filmstrip develops the different facets of the subject involved, and the relationship of each to the human person. Each makes its own contribution to increasing the viewer's awareness of other people and the world. (Grades 7-12)